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ABSTRACT

This publication presents a diverse set of perspectives on the significance of recent developments in research on gender and what it means for the school curriculum. After "Introduction: The Politics of the Project" (Jane Gaskell and John Willinsky) and "Introduction Revisited: Better a Maroon Than a Mammy" (Annette Henry), the book is divided into 14 chapters: (1) "So We've Got a Chip on Our Shoulder! Sexing the Texts of 'Educational Technology'" (Mary Bryson and Suzanne de Castell); (2) "Art Education as a Negative Example of Gender-Enriching Curriculum" (Georgia C. Collins); (3) "Making It Work: Gender and Vocational Education" (Jane Gaskell); (4) "Reading and the Female Moral Imagination: 'Words Mean More Than What Is Set Down on Paper'" (Francis E. Kazemek); (5) "'The Feminist Trespass': Gender, Literature, and Curriculum" (Ursula A. Kelly); (6) "Tone Deaf/Symphonies Singing: Sketches for a Musicale" (Roberta Lamb); (7) "Now You See It, Now You Don't: Gender As an Issue in School Science" (Arlene McLaren and Jim Gaskell); (8) "The Radical Future of Gender Enrichment" (Jane Roland Martin); (9) "Family Studies: Transforming Curriculum, Transforming Families" (Linda Peterat); (10) "Out of the Cameos and Into the Conversation: Gender, Social Studies, and Curriculum Transformation" (Jane Bernard-Powers); (11) "Situating ESL between Speech and Silence" (Kathleen Rockhill and Patricia Tomic); (12) "Gender and the Physical Education Curriculum: The Dynamics of Difference" (Patricia A. Vertinsky); (13) "Learning To Write: Gender, Genre, Play, and Fiction" (John Willinsky); and (14) "Mathematics: From Constructing Privilege to Deconstructing Myths" (Sue Willis). Each chapter contains references. (ND)